

Lake City Elementary

906 Matthews Rd.
Lake City, SC 29560

Grades	PK-5 Elementary School	
Enrollment	502 Students	
Principal	Barbara Woodbury	843-374-2353
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	13	53	33

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Below Average	No
2006	Unsatisfactory	Below Average	No

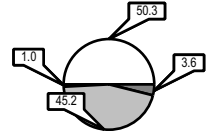
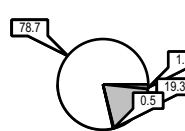
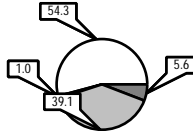
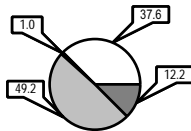
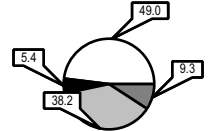
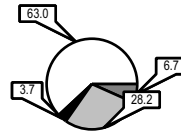
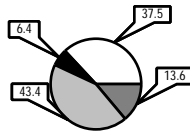
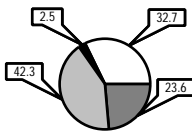
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	212	99.5	36.8	49.3	11.9	2.0	23.9	No	Yes
Gender									
Male	109	100.0	47.2	45.3	6.6	0.9	17.0	N/A	N/A
Female	103	99.0	25.3	53.7	17.9	3.2	31.6	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	15.4	61.5	23.1	0.0	30.8	I/S	I/S
African American	197	99.5	38.2	48.4	11.3	2.2	23.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	165	100.0	28.8	55.1	14.7	1.3	28.2	N/A	N/A
Disabled	47	97.9	64.4	28.9	2.2	4.4	8.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	99.5	36.8	49.3	11.9	2.0	23.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	99.5	36.7	49.2	12.1	2.0	24.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	205	100.0	36.9	48.7	12.3	2.1	24.6	Yes	Yes
Full-pay meals	7	85.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	212	99.5	53.7	38.8	6.0	1.5	14.9	No	Yes
Gender									
Male	109	100.0	56.6	38.7	3.8	0.9	9.4	N/A	N/A
Female	103	99.0	50.5	38.9	8.4	2.1	21.1	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	53.8	30.8	7.7	7.7	23.1	I/S	I/S
African American	197	99.5	53.8	39.2	5.9	1.1	14.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	165	100.0	47.4	44.2	7.1	1.3	17.9	N/A	N/A
Disabled	47	97.9	75.6	20.0	2.2	2.2	4.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	99.5	53.7	38.8	6.0	1.5	14.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	99.5	53.8	38.7	6.0	1.5	15.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	205	100.0	52.3	40.0	6.2	1.5	15.4	No	Yes
Full-pay meals	7	85.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	212	99.5	78.1	18.9	1.5	1.5	3.0
Gender							
Male	109	100.0	81.1	15.1	1.9	1.9	3.8
Female	103	99.0	74.7	23.2	1.1	1.1	2.1
Racial/Ethnic Group							
White	13	100.0	69.2	23.1	0.0	7.7	7.7
African American	197	99.5	78.5	18.8	1.6	1.1	2.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	165	100.0	75.0	22.4	1.9	0.6	2.6
Disabled	47	97.9	88.9	6.7	0.0	4.4	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	99.5	78.1	18.9	1.5	1.5	3.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	99.5	77.9	19.1	1.5	1.5	3.0
Socio-Economic Status							
Subsidized meals	205	100.0	77.4	19.5	1.5	1.5	3.1
Full-pay meals	7	85.7	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	212	99.5	49.8	45.8	3.5	1.0	4.5
Gender							
Male	109	100.0	50.9	43.4	4.7	0.9	5.7
Female	103	99.0	48.4	48.4	2.1	1.1	3.2
Racial/Ethnic Group							
White	13	100.0	38.5	53.8	0.0	7.7	7.7
African American	197	99.5	50.5	45.2	3.8	0.5	4.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	165	100.0	44.9	50.0	3.8	1.3	5.1
Disabled	47	97.9	66.7	31.1	2.2	0.0	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	99.5	49.8	45.8	3.5	1.0	4.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	99.5	49.7	45.7	3.5	1.0	4.5
Socio-Economic Status							
Subsidized meals	205	100.0	50.3	45.1	3.6	1.0	4.6
Full-pay meals	7	85.7	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	74	98.7	45.9	27.9	21.3	4.9	26.2
	4	75	100.0	40.8	52.1	7.0	0.0	7.0
	5	78	100.0	47.9	43.7	8.5	0.0	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	81	100.0	39.5	46.1	14.5	0.0	14.5
	4	62	100.0	28.8	45.8	18.6	6.8	25.4
	5	69	98.6	40.9	56.1	3.0	0.0	3.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	74	100.0	45.2	48.4	3.2	3.2	6.5
	4	75	100.0	64.8	31.0	4.2	0.0	4.2
	5	78	100.0	45.1	46.5	4.2	4.2	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	81	100.0	48.7	48.7	2.6	0.0	2.6
	4	62	100.0	52.5	32.2	10.2	5.1	15.3
	5	69	98.6	60.6	33.3	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	74	100.0	71.0	24.2	4.8	0.0	4.8
	4	75	100.0	83.1	16.9	0.0	0.0	0.0
	5	78	100.0	67.6	22.5	2.8	7.0	9.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	81	100.0	80.3	17.1	2.6	0.0	2.6
	4	62	100.0	71.2	23.7	0.0	5.1	5.1
	5	69	98.6	81.8	16.7	1.5	0.0	1.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	74	100.0	46.8	43.5	3.2	6.5	9.7
	4	75	98.7	57.1	38.6	4.3	0.0	4.3
	5	78	100.0	63.4	31.0	4.2	1.4	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	81	100.0	38.2	57.9	3.9	0.0	3.9
	4	62	100.0	45.8	45.8	6.8	1.7	8.5
	5	69	98.6	66.7	31.8	0.0	1.5	1.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 502)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Down from 6.1%	3.9%	2.8%
Attendance rate	96.7%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.2%	0.0%
Eligible for gifted and talented	0.9%	Down from 1.8%	3.4%	10.4%
On academic plans	64.2%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	3.2%	1.0%
With disabilities other than speech	13.0%	Up from 12.0%	7.5%	7.5%
Older than usual for grade	2.8%	Up from 2.6%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	47.1%	Down from 50.0%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	2.7%	0.0%
Teachers returning from previous year	85.9%	Up from 83.8%	82.7%	87.3%
Teacher attendance rate	93.7%	Down from 95.1%	94.6%	94.9%
Average teacher salary	\$41,775	Up 1.5%	\$41,292	\$42,485
Prof. development days/teacher	21.2 days	Up from 18.4 days	15.4 days	13.3 days
School				
Principal's years at school	22.0	Up from 21.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 16.5 to 1	16.3 to 1	18.6 to 1
Prime instructional time	86.3%	Down from 89.5%	88.1%	89.7%
Dollars spent per pupil*	\$7,687	Up 7.2%	\$7,964	\$6,557
Percent of expenditures for teacher salaries*	58.4%	Down from 60.2%	59.5%	64.0%
Percent of expenditures for instruction*	66.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hand in Hand we continued to address the challenges of meeting the the total needs of the whole child in Child Development through grade five. Our mission was to meet the academic, social, and emotional needs of every child in partnership with the family and community.

The length of the school day was increased by thirty additional minutes for instructional time. Computer-assisted instruction was provided to students in grades one through five in math and reading. Teachers analyzed diagnostic information about students to form small instructional groups and selected teaching strategies to meet the students' needs. Students were also taught how to set their own academic goals. Reading First summer school was provided for identified students in kindergarten to grade three, and district summer school was provided for other identified students in grades three to five.

All students were involved in a Reading Challenge to read 85,000 books for pleasure. Approximately 50 of our third grade students participated in E-Tech Camp as part of our Educational Technology grant awarded for the third consecutive year. Identified students in grades 3-5 participated in an after-school program four days a week to provide homework assistance. Supplemental services were provided to identified students through Sylvan Learning Center, Ace It! Tutoring of Florence County and ATS Educational Consulting Services. Our mentoring program provided by Lake City High School athletes was extended to include females this year. We continued to recognize the academic accomplishments of students at our annual Honors Luncheon.

Faculty, staff, and students participated in many character education activities through a variety of community service projects. They included Change for a Hurricane, adopt-a-family during the winter holidays, Helping Hands for Department of Special Needs and Disabilities residents, holiday food drive, March of Dimes, United Way, Relay for Life, and Meals on Wheels.

We continued to build family and community partnerships through our Red Carpet School environment with Open House, Title I Annual Meeting, Family Fairs, Grandparents' Day, Heritage of Lake City Night, Soul Food parent lunches, parent-student-teacher conferences, fifth grade promotion ceremony, Pastries for Parents, Calvary Baptist Church first-grade partnership, and a Kick-off to Summer breakfast. These partnerships qualified our school to be recognized as a Flagship School of Promise.

Our faculty was 100% highly qualified and continued to grow professionally through the following grants: Reading First, Math and Science Unit Initiative, and Educational Technology Grant. Teachers were active participants in school-based, ongoing, and scientifically-based professional development such as electronic portfolios, graduate, and certificate renewal courses.

Meeting the needs of all students will continue to be the major focus for our school as we maximize our partnerships with families and the community to improve student achievement.

Cheryl Floyd, Principal
Terri Bryant, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	62	55
Percent satisfied with learning environment	94.9%	87.1%	83.6%
Percent satisfied with social and physical environment	100.0%	85.2%	83.6%
Percent satisfied with school-home relations	89.7%	95.2%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.